

CROSS ELEMENTARY

1325 Ranger Dr.
Cross, SC 29436

Grades	PK-6 Elementary School	
Enrollment	411 Students	
Principal	Carolyn Myers-Gillens	843-899-8916
Superintendent	Rodney Thompson	843-899-8600
Board Chair	Kathy Schwalbe	843-797-5815

THE STATE OF SOUTH CAROLINA 2011 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2011	Average	Good
2010	Average	Good
2009	Average	Average
2008	Below Average	Good
2007	Below Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

<http://ed.sc.gov>
<http://eoc.sc.gov>

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2010-11 whose 2009-10 test scores were located

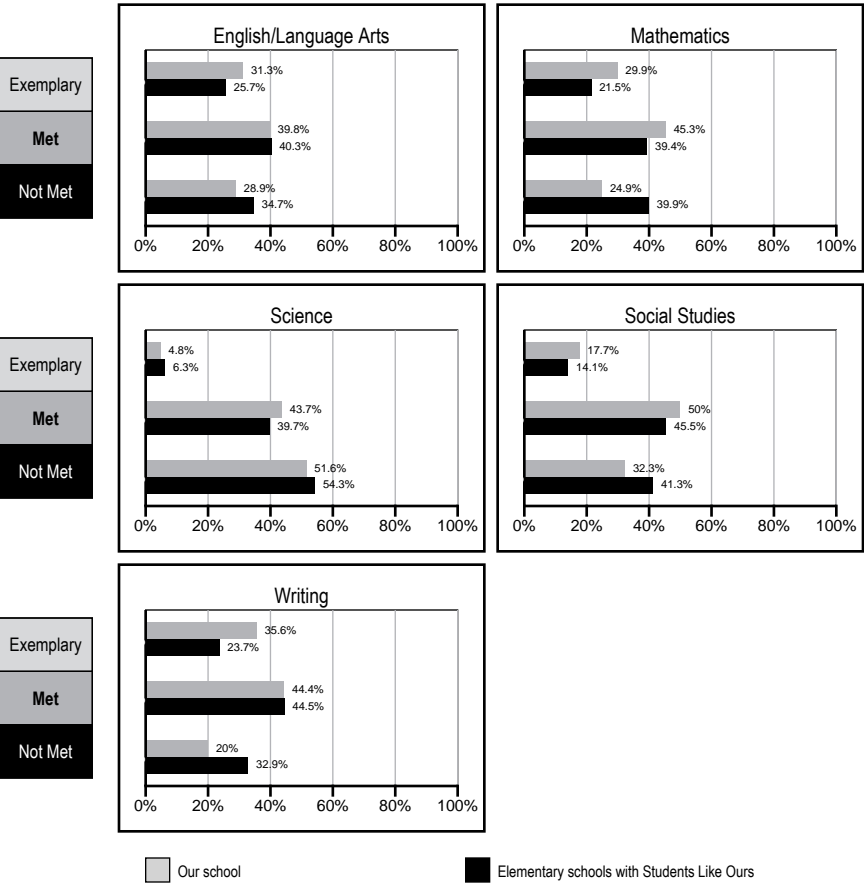
97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	4	65	44	19

* Ratings are calculated with data available by 11/09/2011.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=411)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	1.1%	Up from 0.6%	1.5%	1.1%
Attendance rate	95.8%	Down from 95.9%	96.0%	96.2%
Served by gifted and talented program	7.5%	Up from 6.0%	5.1%	13.4%
With disabilities other than speech	4.7%	Down from 14.4%	4.4%	4.1%
Older than usual for grade	0.7%	Down from 1.0%	0.6%	0.3%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=29)				
Teachers with advanced degrees	65.5%	Up from 63.3%	61.7%	62.5%
Continuing contract teachers	79.3%	Up from 70.0%	81.8%	88.2%
Teachers returning from previous year	86.8%	Up from 85.5%	84.4%	87.8%
Teacher attendance rate	93.0%	Up from 92.3%	95.2%	95.2%
Average teacher salary*	\$49,586	Down 3.2%	\$45,155	\$46,773
Professional development days/teacher	17.7 days	Up from 16.1 days	10.8 days	10.5 days
School				
Principal's years at school	25.0	Up from 24.0	3.0	4.0
Student-teacher ratio in core subjects	15.2 to 1	Down from 17.2 to 1	17.5 to 1	19.9 to 1
Prime instructional time	88.5%	Up from 87.7%	90.1%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$10,357	Up 3.2%	\$8,733	\$7,447
Percent of expenditures for instruction**	57.4%	Down from 59.3%	67.3%	68.4%
Percent of expenditures for teacher salaries**	52.7%	Down from 53.9%	63.8%	65.8%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Cross Elementary has created a positive school climate for learning centered on its school motto--I Believe in myself..I CAN! Our vision is to challenge and empower our students to be successful in a highly competitive world.

The school population is unique and ranges from four-year old child development through six grade. The school is fully accredited by Southern Association of Colleges and Schools and qualifies for title 1 federal funds based on a free and reduced lunch rate exceeding 87%. The school offers a wide variety of educational programs to benefit all levels and styles of learners. A fine arts program provides students with opportunities in art, music and band. Students receive computer-assisted instruction with additional opportunities to complete reports and enhance their technology skills. Students needing additional instruction in math and reading are identified and provided assistance in the school's assist lab daily.

The school, in collaboration with the Schoolwide Planning Team and the School Improvement Council was successful in implementing and achieving programs and goals through service-learning projects, school volunteers, business and community partnerships, family literacy workshops, parenting programs, annual career day and reading incentive program. Emphasis continues to be placed on professional growth and development for the school staff. Student achievement in grades one through six continues to show improvement in English/Language arts and math. Early Childhood Education Program (CDEPP), and the use of best practices in math and reading for all grade levels will assist with efforts for continued academic performances and student success.

Carolyn Myers-Gillens,Ed.D., Principal
Julia Wright, SIC Chairperson

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	22	51	33
Percent satisfied with learning environment	100.0%	76.5%	73.3%
Percent satisfied with social and physical environment	100.0%	78.0%	84.4%
Percent satisfied with school-home relations	90.5%	90.0%	83.9%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

No Child Left Behind

School Adequate Yearly Progress	NO
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This school met 17 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	CSI
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.0%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.7%	4.4%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.8%	94.0%**	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 79.4% (Met or Exemplary)

All Students	216	99.5	28.7	39.6	31.7	82.7	85.3	82.4	Yes	Yes
Gender										
Male	116	99.1	35.8	34.9	29.4	78.9	81.3	78.7	N/A	N/A
Female	100	100	20.4	45.2	34.4	87.1	89.4	86.2	N/A	N/A
Racial/Ethnic Group										
White	45	97.8	25	33.3	41.7	83.3	89	88.9	I/S	Yes
African American	170	100	29.1	41.2	29.7	83	78.6	72.9	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.1	93	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	85	79.3	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87	83	I/S	I/S
Disability Status										
Disabled	48	100	59.1	29.5	11.4	54.5	54.4	48.1	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.9	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	84.6	78.3	I/S	I/S
Socio-Economic Status										
Subsidized meals	201	100	28.4	41.1	30.5	82.6	80.4	75.4	Yes	Yes

Mathematics - State Performance Objective = 79.0% (Met or Exemplary)

All Students	216	99.5	24.8	45	30.2	82.2	84.4	81.9	Yes	Yes
Gender										
Male	116	99.1	25.7	45.9	28.4	79.8	82.7	79.9	N/A	N/A
Female	100	100	23.7	44.1	32.3	84.9	86.2	84.1	N/A	N/A
Racial/Ethnic Group										
White	45	97.8	16.7	38.9	44.4	88.9	88.6	88.9	I/S	Yes
African American	170	100	26.1	46.7	27.3	81.2	77.1	71.4	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.2	94.6	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	83.3	81.1	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	85.7	84.4	I/S	I/S
Disability Status										
Disabled	48	100	70.5	22.7	6.8	43.2	53	47.3	No	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	77.6	N/A	N/A
English Proficiency										
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	83.3	81.4	I/S	I/S
Socio-Economic Status										
Subsidized meals	201	100	25.8	45.3	28.9	81.6	79.5	74.9	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	135	99.3	51.6	43.7	4.8	48.4	70.9	68.6
Gender								
Male	71	98.6	50	45.5	4.5	50	70.4	68.3
Female	64	100	53.3	41.7	5	46.7	71.4	68.9
Racial/Ethnic Group								
White	33	97	34.6	57.7	7.7	65.4	79.9	80.7
African American	101	100	55.6	40.4	4	44.4	56.5	51.4
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	85.1	85.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	64.3	61.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	67.4	70.8
Disability Status								
Disabled	35	97.1	N/AV	N/AV	N/AV	22.6	39.6	35.7
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	42.9
English Proficiency								
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	65.3	60.7
Socio-Economic Status								
Subsidized meals	126	100	52.9	42.9	4.2	47.1	61.8	57.3

Social Studies

All Students	139	100	32.3	50	17.7	67.7	75.7	72.5
Gender								
Male	75	100	35.2	46.5	18.3	64.8	74.3	72
Female	64	100	28.8	54.2	16.9	71.2	77.1	73.1
Racial/Ethnic Group								
White	30	100	16	64	20	84	81.1	81
African American	109	100	36.2	46.7	17.1	63.8	66.4	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	90.7	89
Hispanic	N/A	N/AV	I/S	I/S	I/S	I/S	73.2	69.6
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	77.5	73.5
Disability Status								
Disabled	23	100	61.9	33.3	4.8	38.1	43.5	40.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	53.8
English Proficiency								
Limited English Proficient	N/A	N/AV	I/S	I/S	I/S	I/S	73.4	69.7
Socio-Economic Status								
Subsidized meals	130	100	33.6	50	16.4	66.4	68.4	62.9

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	47	97.9	20	44.4	35.6	80	73.5	73.2	95.8	96.3
Gender										
Male	22	95.5	25	35	40	75	66.8	67.2	95.5	96.3
Female	25	100	16	52	32	84	80.6	79.4	96.2	96.3
Racial/Ethnic Group										
White	7	I/S	I/S	I/S	I/S	I/S	78.5	81.5	94.4	95.9
African American	40	100	17.9	48.7	33.3	82.1	64.8	61.3	96.2	96.9
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	87	87	96.9	97.1
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	72.1	66.7	97.4	96.5
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2	92.7	95.5
Disability Status										
Disabled	12	91.7	N/AV	N/AV	N/AV	45.5	27.7	26	95.3	95.4
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	40.5	N/A	97
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	69	65.7	97.4	97
Socio-Economic Status										
Subsidized meals	44	100	20.9	46.5	32.6	79.1	65.4	63.2	95.7	96

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2010	3	55	100	21.6	39.2	39.2	78.4
	4	48	100	28.6	35.7	35.7	71.4
	5	56	100	18	48	34	82
	6	46	97.8	19.5	61	19.5	80.5
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	53	100	42.9	22.4	34.7	57.1
	4	59	100	23.6	49.1	27.3	76.4
	5	48	97.9	10.9	52.2	37	89.1
	6	56	100	36.5	34.6	28.8	63.5
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2010	3	55	100	43.1	35.3	21.6	56.9
	4	48	100	26.2	35.7	38.1	73.8
	5	56	100	40	28	32	60
	6	46	97.8	22	46.3	31.7	78
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	53	100	36.7	42.9	20.4	63.3
	4	59	100	21.8	47.3	30.9	78.2
	5	48	97.9	13	41.3	45.7	87
	6	56	100	26.9	48.1	25	73.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2010	3	28	100	59.3	29.6	11.1	40.7
	4	48	100	50	45.2	4.8	50
	5	29	100	48	44	8	52
	6	23	100	N/A	N/A	N/A	55
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	25	100	N/AV	N/AV	N/AV	34.8
	4	59	100	41.8	49.1	9.1	58.2
	5	23	95.7	N/AV	N/AV	N/AV	36.4
	6	28	100	50	46.2	3.8	50
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
Social Studies							
2010	3	27	100	62.5	33.3	4.2	37.5
	4	47	100	29.3	63.4	7.3	70.7
	5	27	100	48	44	8	52
	6	22	100	33.3	57.1	9.5	66.7
	7	0	N/A	N/A	N/A	N/A	N/A
	8	0	N/A	N/A	N/A	N/A	N/A
2011	3	28	100	42.3	38.5	19.2	57.7
	4	59	100	30.9	52.7	16.4	69.1
	5	24	100	30.4	39.1	30.4	69.6
	6	28	100	26.9	65.4	7.7	73.1
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2010	3	55	100	45.1	43.1	11.8	54.9
	4	49	98	31.7	36.6	31.7	68.3
	5	57	100	33.3	27.5	39.2	66.7
	6	46	97.8	30.2	48.8	20.9	69.8
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
2011	3	N/A	N/AV	N/A	N/A	N/A	N/A
	4	N/A	N/AV	N/A	N/A	N/A	N/A
	5	47	97.9	20	44.4	35.6	80
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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